

WREN MIDDLE
1010 Wren School Road
Piedmont, SC 29673

GRADES 6-8 Middle School

ENROLLMENT 711 Students

PRINCIPAL Robin Fulbright 864-850-5930

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	16	5	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

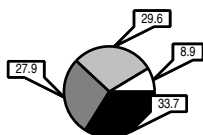
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

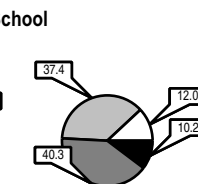
95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

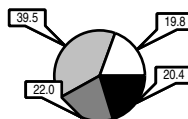


Mathematics

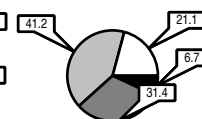


English/Language Arts

Middle Schools with Students like Ours



Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	725	99.6	11.7	37.6	40.5	10.2	61.1	Yes	Yes
Gender									
Male	360	99.2	16.8	41.7	35.1	6.4	52.5		
Female	365	100.0	6.5	33.4	46.0	14.1	69.8		
Racial/Ethnic Group									
White	676	99.7	10.9	37.4	41.0	10.7	62.4	Yes	Yes
African-American	40	97.5	27.3	39.4	33.3	0.0	33.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	632	99.7	6.3	36.7	45.2	11.7	67.8		
Disabled	93	98.9	48.3	43.7	8.0	0.0	14.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	725	99.6	11.7	37.6	40.5	10.2	61.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	723	99.6	11.5	37.6	40.6	10.2	61.3		
Socio-Economic Status									
Subsidized meals	220	99.1	23.7	41.8	30.4	4.1	39.2	Yes	Yes
Full-pay meals	505	99.8	6.9	36.0	44.5	12.6	69.7		

Mathematics - State Performance Objective = 15.5%									
All Students	725	99.6	8.5	29.7	28.0	33.8	75.9	Yes	Yes
Gender									
Male	360	99.4	11.8	29.2	26.9	32.1	70.8		
Female	365	99.7	5.0	30.3	29.1	35.6	81.2		
Racial/Ethnic Group									
White	676	99.6	8.1	28.8	28.6	34.5	77.3	Yes	Yes
African American	40	100.0	17.6	50.0	14.7	17.6	50.0	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	632	99.5	3.0	27.3	31.1	38.6	84.8		
Disabled	93	100.0	45.5	46.6	6.8	1.1	15.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	725	99.6	8.5	29.7	28.0	33.8	75.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	723	99.6	8.5	29.5	28.1	33.9	76.2		
Socio-Economic Status									
Subsidized meals	220	99.1	19.1	39.2	22.2	19.6	59.3	Yes	Yes
Full-pay meals	505	99.8	4.3	26.0	30.3	39.4	82.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	255	100.0	13.5	38.0	37.6	11.0	48.6
	Grade 7	209	98.6	6.3	41.1	44.2	8.4	52.6
	Grade 8	249	100.0	16.4	49.6	27.7	6.3	34.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	227	99.1	17.0	33.9	36.6	12.5	49.1
	Grade 7	280	100.0	7.9	39.6	43.9	8.6	52.5
	Grade 8	218	99.5	13.0	41.7	37.0	8.3	45.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	255	100.0	6.5	29.4	34.3	29.8	64.1
	Grade 7	209	100.0	10.5	24.6	22.5	42.4	64.9
	Grade 8	249	100.0	15.1	42.9	23.5	18.5	42.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	227	99.1	7.6	28.1	29.9	34.4	64.3
	Grade 7	280	99.6	8.3	33.2	21.3	37.2	58.5
	Grade 8	218	100.0	12.0	29.5	34.1	24.4	58.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 711)				
Students enrolled in high school credit courses (grades 7 & 8)	15.7%	Up from 15.1%	26.6%	14.6%
Retention rate	0.5%	Up from 0.1%	2.4%	3.0%
Attendance rate	98.6%	Up from 97.5%	96.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%		3.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.8%	5.3%
Eligible for gifted and talented	30.5%	Up from 28.0%	24.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 11.2%	10.8%	13.9%
Older than usual for grade	0.3%	Down from 1.8%	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.3%	0.7%	0.9%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	55.3%	Up from 48.7%	55.8%	48.7%
Continuing contract teachers	78.9%	Down from 82.1%	84.2%	81.7%
Highly qualified teachers**	93.8%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	3.3%		3.3%	5.3%
Teachers returning from previous year	85.7%	No change	88.0%	85.1%
Teacher attendance rate	95.2%	Down from 95.7%	95.4%	94.8%
Average teacher salary	\$40,136	Down 1.2%	\$42,098	\$40,566
Prof. development days/teacher	8.3 days	Up from 7.9 days	10.1 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.3
Student-teacher ratio in core subjects	24.8 to 1	Down from 25.8 to 1	23.6 to 1	21.3 to 1
Prime instructional time	93.8%	Up from 93.1%	91.0%	89.3%
Dollars spent per pupil*	\$5,016	Down 10.3%	\$5,857	\$5,821
Percent of expenditures for teacher salaries*	59.8%	Up from 58.8%	62.3%	61.8%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	99.0%	No change	97.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	94.3%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an excellent year at Wren Middle School. Our students continue to perform well academically and artistically. Smooth transition from elementary level schools to the middle school continues to be a top priority, as is the transition from middle school to Wren High School.

Among our many accomplishments are the following:

9 students received awards at the Regional Science Fair

94 students were nominated for the Talent Identification Program

31 students were nominated for the Junior Scholars Program

8 EIA Teacher Grants totaling \$19,000 were funded

WMS continues to provide a 21st Century Community Learning Center

2 fully-equipped computer labs and a Power Up lab are available for academic assistance, skill enhancement, and learning opportunities for students beyond the regular school day.

All WMS students participated in the District Writing Contest.

All students and parents participated in Career Action Planning.

A full-time Resource Officer is employed to maintain safety.

All students participated in character education.

All interim goals of our school renewal plan were met.

Standards-based instruction continues to be the focal point of our academic program. Teachers and administrators work together to align the curriculum and the instructional program to the South Carolina Achievement Standards. Skills are integrated across the curriculum as strategies are developed that encompass data from PACT scores, benchmark assessments, and curriculum mapping. Wren Middle remains a National Service Learning Leader School, with service learning a vital and integral part of the curriculum. We also appreciate a supportive PTSO and School Improvement Council. Our PTSO has provided funds for instructional materials that enhance our academic program. Our PTSO continues to increase the opportunities for parental involvement.

Wren Middle School is a community of learners emphasizing academics, service, and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to successfully meet the challenges throughout their educational careers and beyond.

Robin Fulbright, Principal

Brent Greer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	190	61
Percent satisfied with learning environment	93.9%	82.0%	90.0%
Percent satisfied with social and physical environment	97.0%	82.6%	80.3%
Percent satisfied with home-school relations	100.0%	85.3%	59.0%

*Only students at the highest middle school grade level at this school and their parents were included.